



# Parker Whitney Elementary School

5145 Topaz Ave • Rocklin, CA 95677 • 916.624.2491 • Grades K-6

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<http://pwes.rocklinusd.org/>

## 2015-16 School Accountability Report Card Published During the 2016-17 School Year



**Rocklin Unified School District**  
2615 Sierra Meadows Drive  
Rocklin, CA 95677  
(916) 624-2428  
[www.rocklinusd.org](http://www.rocklinusd.org)

### District Governing Board

Camille Maben  
Todd Lowell  
Eric Stevens  
Susan Halldin  
Wendy Lang

### District Administration

Roger Stock  
**Superintendent**  
Kathleen Pon, Ed. D.  
**Deputy Superintendent,  
Educational Services**

### School Description

Parker Whitney Elementary School is one of sixteen schools in the Rocklin Unified School District. The school serves students in transitional kindergarten through sixth grades, with an enrollment of about 430. The school is located in the center of a stable and supportive community which expresses its values toward education through a high level of participation. Parker Whitney Elementary School opened in 1965. Melody Thorson is Principal and Roger Stock is District Superintendent.

The staff of Parker Whitney Elementary School strives to provide an exemplary learning environment. Academic learning is certainly the primary focus of the school, but commendably, the staff operates on the principle that a caring environment which fosters self-esteem and individual development is the best road toward realizing such learning. The students are able to approach all facets of their learning with confidence and the assurance that this school is their home. Rules of conduct are realized internally, leading to self-directedness and initiative. Finally, the staff welcomes the direct involvement of the community in these efforts. This is demonstrated in our partnership with our local university, our 9 years as a Reading Renaissance Master School, and our dedication to supporting our at risk students. At Parker Whitney Elementary School, parents and staff together are dedicated to creating a safe and orderly learning environment in which students interact positively with others and are able to develop responsibility, confidence, and self-esteem while achieving to their highest academic potential. Families play very important roles in Parker Whitney Elementary School through their active participation and involvement in School Site Council, and Parent Teacher Club (PTC). They share information with classes about professional lives, teach special skills (art, music, and sports), work on school or playground improvements, conduct fund-raisers and make donations. They regularly volunteer their services in the classrooms and the library. Parker Whitney Elementary School has become a focal point and center for students and the community.

### Mission Statement

The mission of Parker Whitney Elementary, a California Distinguished school and a key component of a diverse learning community, is to ensure each student will experience meaningful and measurable academic growth and build a strong, active connection to his or her community as a dynamic life-long learner by:

- Providing quality instruction through collaboration, evolving technologies, and high expectations
- Recognizing and addressing academic challenges
- Building vital partnerships with our families and the community
- Creating and maintaining a physically and emotionally safe learning environment

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	75
Grade 1	55
Grade 2	53
Grade 3	61
Grade 4	64
Grade 5	47
Grade 6	62
<b>Total Enrollment</b>	<b>417</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	1
Asian	2.9
Filipino	1.2
Hispanic or Latino	15.1
Native Hawaiian or Pacific Islander	0.7
White	72.9
Two or More Races	3.6
Socioeconomically Disadvantaged	30.2
English Learners	6.5
Students with Disabilities	14.9
Foster Youth	0.5

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Parker Whitney Elementary School	14-15	15-16	16-17
With Full Credential	24	23	25
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	0	0
Rocklin Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	568
Without Full Credential	♦	♦	5
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Parker Whitney Elementary	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	95.5	4.6
Districtwide		
All Schools	99.9	0.1
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	99.9	0.1

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Textbooks and Instructional Materials Year and month in which data were collected: 6-1-20-16	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Parker Whitney School, the second school built in the Rocklin Unified School District, has served Kindergarten through 6th grade students for 45 years. Transitional Kindergarten is now offered at Parker Whitney. Having undergone modernization, it now has a large cafeteria, large Visual and Performing Arts (V.A.P.A) room, stage, and band room.

All volunteers are required to wear an I.D. badge and visitors are required to check in at the office to ensure the safety of our students. Supervision is provided before school, during recesses, and immediately after school.

Parker Whitney School has a comprehensive safety and crisis intervention plan including an Action Plan with a Crisis Plan component. Emergency drills including fire, lock-down and off-campus evacuation are practiced on a monthly basis to ensure a smooth and orderly process. District wide safety inspections are done on an ongoing basis throughout the year.

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. District maintenance ensures that the repairs necessary to keep the school sites in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: July, 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		A few ceiling tiles need replacement.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: July, 2016

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Overall Rating	Exemplary	Good	Fair	Poor	
		X			

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	84	82	57	88	83	82	60	56	54

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	14.3	14.3	55.1

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	57	54	70	71	44	48
Math	46	52	58	61	34	36

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	52	49	94.2	57.1
Male	36	33	91.7	57.6
Female	16	16	100.0	56.3
White	36	34	94.4	52.9
Socioeconomically Disadvantaged	14	13	92.9	46.2
Students with Disabilities	11	9	81.8	55.6

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	<b>3</b>	69	68	98.5	44.1
	<b>4</b>	64	63	98.4	63.5
	<b>5</b>	52	49	94.2	42.9
	<b>6</b>	64	64	100.0	62.5
<b>Male</b>	<b>3</b>	42	41	97.6	41.5
	<b>4</b>	28	27	96.4	63.0
	<b>5</b>	36	33	91.7	33.3
	<b>6</b>	30	30	100.0	56.7
<b>Female</b>	<b>3</b>	27	27	100.0	48.1
	<b>4</b>	36	36	100.0	63.9
	<b>5</b>	16	16	100.0	62.5
	<b>6</b>	34	34	100.0	67.7
<b>Hispanic or Latino</b>	<b>3</b>	12	12	100.0	25.0
	<b>4</b>	12	12	100.0	75.0
	<b>6</b>	12	12	100.0	58.3
<b>White</b>	<b>3</b>	51	50	98.0	52.0
	<b>4</b>	44	43	97.7	60.5
	<b>5</b>	36	34	94.4	47.1
	<b>6</b>	47	47	100.0	61.7
<b>Socioeconomically Disadvantaged</b>	<b>3</b>	26	25	96.2	28.0
	<b>4</b>	18	18	100.0	44.4
	<b>5</b>	14	13	92.9	30.8
	<b>6</b>	20	20	100.0	50.0
<b>Students with Disabilities</b>	<b>3</b>	14	13	92.9	15.4
	<b>5</b>	11	9	81.8	11.1
	<b>6</b>	16	16	100.0	25.0

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2015-16 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	<b>3</b>	69	68	98.5	58.8
	<b>4</b>	64	63	98.4	69.8
	<b>5</b>	52	49	94.2	30.6
	<b>6</b>	64	64	100.0	42.2
<b>Male</b>	<b>3</b>	42	41	97.6	56.1
	<b>4</b>	28	27	96.4	63.0
	<b>5</b>	36	33	91.7	30.3
	<b>6</b>	30	30	100.0	43.3
<b>Female</b>	<b>3</b>	27	27	100.0	63.0
	<b>4</b>	36	36	100.0	75.0
	<b>5</b>	16	16	100.0	31.3
	<b>6</b>	34	34	100.0	41.2
<b>Hispanic or Latino</b>	<b>3</b>	12	12	100.0	33.3
	<b>4</b>	12	12	100.0	75.0
	<b>6</b>	12	12	100.0	33.3
<b>White</b>	<b>3</b>	51	50	98.0	66.0
	<b>4</b>	44	43	97.7	67.4
	<b>5</b>	36	34	94.4	32.4
	<b>6</b>	47	47	100.0	42.5
<b>Socioeconomically Disadvantaged</b>	<b>3</b>	26	25	96.2	44.0
	<b>4</b>	18	18	100.0	55.6
	<b>5</b>	14	13	92.9	23.1
	<b>6</b>	20	20	100.0	30.0
<b>Students with Disabilities</b>	<b>3</b>	14	13	92.9	53.9
	<b>5</b>	11	9	81.8	11.1
	<b>6</b>	16	16	100.0	12.5

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement (School Year 2016-17)

At Parker Whitney Elementary School, parents and staff together are dedicated to creating a safe and orderly learning environment in which students interact positively with others and are able to develop responsibility, confidence, and self-esteem while achieving to their highest academic potential. Families play very important roles through their active participation and involvement in School Site Council, Parent Teacher Club (PTC), Art Docent Presenters, Word Busters, various annual events, and afterschool clubs and programs. Parents share information with classes about professional lives, teach special skills (art, music, and sports), work on school or playground improvements, conduct fund-raisers and make donations. They regularly volunteer their services in the classrooms and the library. Parker Whitney Elementary School has become a focal point and center for students and the community.

### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### School Safety Plan

We envision a school community that promotes and sustains responsible citizenship achieved through appropriate academic excellence and developing social skills. We understand that nurturing is a process that takes many forms, beginning with acceptance and understanding of diversity of age, race ethnicity and culture. We strive for an environment that is safe and we are committed to maintaining a responsible safety plan that includes policy and procedures. We believe that all students can learn at Parker Whitney School.

Safe School Plan: All schools in the Rocklin Unified School District have a Comprehensive School Safety Plan approved by the School Site Council. It includes an assessment of the current status of school crime, procedures to notify teachers of dangerous pupils, rules and procedures on school discipline, school wide dress code, policies regarding actions which would lead to suspension/expulsion, sexual harassment policy, procedures for the safe ingress and egress of pupils, and other safe school strategies and programs. It also includes an action plan for implementation of the plan. At Parker Whitney School, we are in the twelfth year of implementation of the plan. The 2015-2016 school year plan will continue to focus on bully proofing, playground interaction, articulating, training, and implementing emergency procedures.

Last review/update: February, 2016. Date Last Discussed with Staff: May, 2016.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.0	1.8	0.4
Expulsions Rate	1.2	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	2.5	2.4	2.5
Expulsions Rate	0.0	0.1	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

### D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2013-2014
Year in Program Improvement	Year 1	Year 1
Number of Schools Currently in Program Improvement	4	
Percent of Schools Currently in Program Improvement	57.1	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	.1
Library Media Services Staff (Paraprofessional)	.4
Psychologist	.6
Social Worker	0
Nurse	.1
Speech/Language/Hearing Specialist	1.4
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	0

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	12	20	23	4	1	1		3	2			
1	15	22	25	4	1			1	2			
2	26	21	25				2	2	2			
3	20	23	20	2		3	1	3				
4	32	23	32				1	2	2	1		
5	30	30	25				2	2	3			
6	22	25	32	1	1		2	2	2			

### Professional Development provided for Teachers

The Rocklin Unified School District is committed to high quality professional development that meets the needs of the staff aligned to the established Rocklin Unified's Strategic Plan. The focus of our Professional Development is the following: a continuous development and commitment to Professional Learning Communities; a commitment to systematic research-based effective instructional practices and intervention strategies; also ensuring that all students are provided the necessary skills and prerequisites to meet post-secondary goals; and to ensure all students meet College and Career Readiness Standards.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,217	\$44,958
Mid-Range Teacher Salary	\$67,516	\$70,581
Highest Teacher Salary	\$88,295	\$91,469
Average Principal Salary (ES)	\$116,913	\$113,994
Average Principal Salary (MS)	\$109,975	\$120,075
Average Principal Salary (HS)	\$136,466	\$130,249
Superintendent Salary	\$216,529	\$218,315
Percent of District Budget		
Teacher Salaries	43%	38%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6369	1363	5006	69937
District	♦	♦	6360	\$71,152
State	♦	♦	\$5,677	\$74,216
Percent Difference: School Site/District			-21.3	3.7
Percent Difference: School Site/ State			-6.4	-2.2

\* Cells with ♦ do not require data.



**Types of Services Funded**

Special Education, LCAP Supplemental, Title I, transportation, instructional materials, staff development, intervention classes, CORE K-12 classes, Gifted and Talented Education (GATE).

**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

**Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.